



## Colleton Middle

603 Colleton Loop  
Walterboro, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	482 Students	
<b>Principal</b>	Dr. Ken Jenkkns	843-549-2690
<b>Superintendent</b>	Charles W. Gale Jr.	843-782-4510
<b>Board Chair</b>	P. A. Pournelle	843-549-5715

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

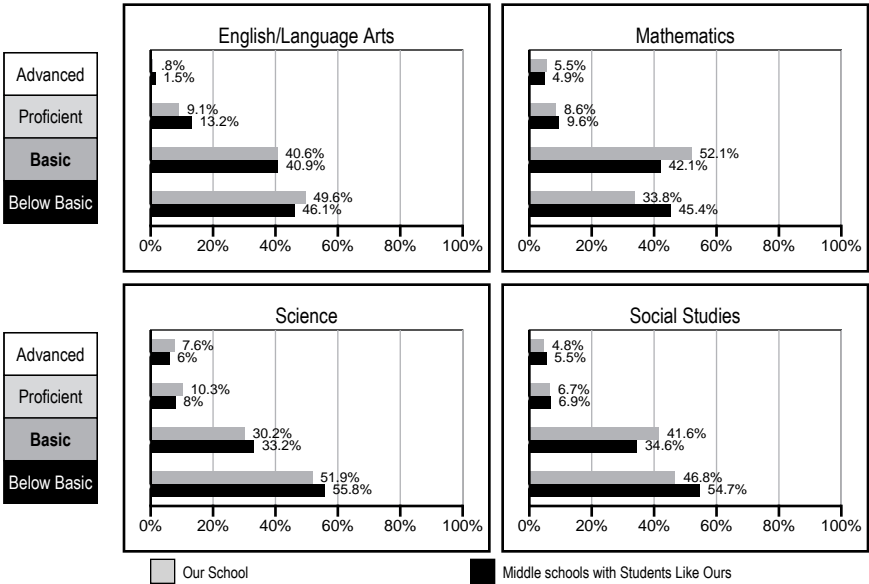
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	41

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	88.1
English 1	0	84.1
Physical Science	0	35.2
All Subjects	0	85.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=482)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	11.8%	19.4%
Retention rate	4.5%	Down from 8.8%	2.6%	1.8%
Attendance rate	92.2%	Down from 94.6%	95.2%	95.8%
Eligible for gifted and talented	8.2%	Down from 11.2%	7.1%	15.3%
With disabilities other than speech	16.6%	Up from 15.1%	13.8%	12.9%
Older than usual for grade	13.7%	Up from 6.0%	6.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	No Change	0.5%	0.7%
Annual dropout rate	0.5%	Down from 1.8%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	52.2%	Up from 40.4%	54.1%	55.0%
Continuing contract teachers	54.3%	Down from 57.4%	56.3%	70.6%
Teachers with emergency or provisional certificates	18.9%	Down from 22.9%	18.2%	5.4%
Teachers returning from previous year	75.1%	Up from 66.7%	77.1%	83.4%
Teacher attendance rate	95.9%	Up from 93.3%	94.8%	94.9%
Average teacher salary	\$42,767	Up 8.9%	\$43,224	\$44,706
Professional development days/teacher	7.0 days	Down from 14.2 days	11.9 days	11.8 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.2 to 1	16.6 to 1	20.1 to 1
Prime instructional time	86.3%	Up from 85.2%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	85.0%	Down from 90.7%	95.7%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,617	Up 10.4%	\$8,140	\$7,097
Percent of expenditures for instruction*	66.9%	Down from 69.2%	63.9%	64.4%
Percent of expenditures for teacher salaries*	60.5%	Up from 48.8%	57.2%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

High expectations for teachers and students continue to drive the mission of Colleton Middle School. Colleton Middle School began the 2007-2008 school year with a new principal and an energetic staff “Committed to Making Success.”

Colleton Middle School benefited from the services and experiences of three academic coaches in the areas of mathematics, science and English language arts this year. With the expertise and assistance of these coaches, we were able to address many issues pertaining to staff development, student achievement and curriculum and instruction. Currently, our School Renewal Plan is focused on a variety of improvement initiatives such as implementing a rigorous standards-based curriculum in order to achieve academic excellence among students, using data from benchmarks and MAP (Measures of Academic Progress) testing to make informed decisions about instruction, providing staff development opportunities to assist teachers in delivering quality education in a safe and nurturing environment, and establishing grade level teams to collaboratively plan instruction and assessments. Colleton Middle School further implemented a strategy of teaching for mastery by pre-testing, teaching, post testing and re-teaching “Smart Goals” (Standards) bi-monthly to improve student achievement.

As we focus on the 2008-2009 school year, Colleton Middle School will continue to drive students toward academic excellence. We believe that our students’ achievement will improve immeasurably as we continue to meet the needs of our students and as we maintain a highly rigorous standards-based curriculum. Colleton Middle School will rise to the challenge of developing good citizens and producing future leaders for tomorrow.

Dr. Kenneth Jenkins  
Cassandra Shark, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	42	124	31
Percent satisfied with learning environment	81.0%	68.3%	83.3%
Percent satisfied with social and physical environment	78.6%	73.2%	56.7%
Percent satisfied with school-home relations	52.4%	71.3%	83.3%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 10 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.8%	0.0%	No
Student attendance rate	92.2%	94.0%	No

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	445	98.7	48.4	40.4	10	1.2	20	33	48.2	No	Yes
Gender											
Male	230	98.7	61.7	32.5	4.9	1	12.6	26.9	41.7	N/A	N/A
Female	215	98.6	34.4	48.7	15.4	1.5	27.7	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	132	99.2	32.4	45.4	19.4	2.8	34.3	45.5	60	No	Yes
African American	288	98.3	56.5	37.5	5.2	0.7	12.6	23.3	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	79	100	85.5	5.8	5.8	2.9	8.7	8.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	366	98.4	52.6	38	8.2	1.2	16.7	27.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	445	98.9	32.7	52.4	9.2	5.7	26.4	29.4	45.8	No	Yes
Gender											
Male	230	98.7	37.9	49	7.8	5.3	25.2	29.5	45.6	N/A	N/A
Female	215	99.1	27.2	55.9	10.8	6.2	27.7	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	132	99.2	17.6	51.9	16.7	13.9	47.2	42.9	59	No	Yes
African American	288	98.6	40.5	52.8	4.8	1.9	16	18.8	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	79	100	71	23.2	4.3	1.4	10.1	9.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	366	98.6	37.1	51.7	7	4.3	21.6	23.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	296	99.7	50.8	30.1	11.3	7.9	19.2	25.8	35.7	92.2	94.6
<b>Gender</b>											
Male	153	100	53.3	28.5	11.7	6.6	18.2	28.2	37.4	91.2	94.1
Female	143	99.3	48.1	31.8	10.9	9.3	20.2	23.5	33.8	93.3	95.2
<b>Racial/Ethnic Group</b>											
White	90	100	25.7	35.1	16.2	23	39.2	41.9	49.2	91.2	93.8
African American	189	99.5	63.1	27.3	7.4	2.3	9.7	13	17	92.5	95.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	97.8	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	94.6	95.3
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	93.8	91.2
<b>Disability Status</b>											
Disabled	53	100	80.9	10.6	6.4	2.1	8.5	9.5	14	89.9	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	72.2	97
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	95.7	95.8
<b>Socio-Economic Status</b>											
Subsided meals	243	99.6	54.8	32	8.2	5	13.2	17.6	21.1	91.9	94.3

**Social Studies**

All Students	300	99.3	45.8	42.1	7.3	4.8	12.1	18.6	34	92.2	94.6
<b>Gender</b>											
Male	156	99.4	48.2	37.6	7.1	7.1	14.2	20.8	36.6	91.2	94.1
Female	144	99.3	43.2	47	7.6	2.3	9.8	16.5	31.3	93.3	95.2
<b>Racial/Ethnic Group</b>											
White	92	100	39	44.2	9.1	7.8	16.9	28.3	44.5	91.2	93.8
African American	193	99	50.8	39.2	6.6	3.3	9.9	11.8	19.1	92.5	95.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	97.8	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	94.6	95.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	93.8	91.2
<b>Disability Status</b>											
Disabled	50	98	72.1	23.3	4.7	0	4.7	4.2	14.4	89.9	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	72.2	97
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	95.7	95.8
<b>Socio-Economic Status</b>											
Subsided meals	251	99.2	49.1	40.4	7.9	2.6	10.5	13.3	21	91.9	94.3

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	100	45.4	41.4	11.2	2	13.2
	7	173	100	47.2	38.4	13.8	0.6	14.5
	8	165	98.2	51.4	38.5	9.5	0.7	10.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	132	96.2	49.1	39.5	10.5	0.9	11.4
	7	157	99.4	41.1	44	12.8	2.1	14.9
	8	156	100	54.8	37.7	6.8	0.7	7.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	100	27	49.3	17.1	6.6	23.7
	7	173	99.4	28.3	50.9	15.7	5	20.8
	8	165	98.8	49.3	46.6	3.4	0.7	4.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	132	97	28.1	48.2	14	9.6	23.7
	7	157	99.4	32.6	53.2	7.1	7.1	14.2
	8	156	100	36.3	54.8	7.5	1.4	8.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	83	100	47.1	25.7	11.4	15.7	27.1
	7	171	99.4	50.6	29.5	11.5	8.3	19.9
	8	82	97.6	58.3	34.7	2.8	4.2	6.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	63	100	55.6	20.4	13	11.1	24.1
	7	156	99.4	40.7	38.6	11.4	9.3	20.7
	8	77	100	66.7	20.8	9.7	2.8	12.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	100	30.8	52.6	15.4	1.3	16.7
	7	172	99.4	52.9	35	7	5.1	12.1
	8	81	98.8	47.3	43.2	9.5	0	9.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	67	100	32.3	48.4	12.9	6.5	19.4
	7	155	99.4	50.4	36.7	7.9	5	12.9
	8	78	98.7	48.6	47.2	1.4	2.8	4.2

Abbreviations for Missing Data

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N/C–Not Collected

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